DOCUMENT RESUME

ED 028 549 EC 002 969

By-Villars, Gerald, Ed.
Educating the Gifted in Minnesota Schools.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
Pub Date Jun 67
Note-45p.
EDRS Price MF-$0.25 HC-$2.35
Descriptors-Ability Grouping, Acceleration, *Educational Programs, Enrichment, Evaluation Techniques, *Exceptional Child Education, *Gifted, *Identification, Individual Characteristics, Program Descriptions, Program Planning, Special Classes, *State Programs, Student Evaluation, Teacher Role
Identifiers-Minnesota

In order to provide teachers, administrators, guidance counselors, and parents with those procedures necessary to set up programs for the gifted, the following topics are considered: definitions and descriptions of the gifted, an identification procedure consisting of five stages, and a list of 19 traits common to the gifted. A discussion of programs for the gifted begins with an overview of nine characteristics important for an effective program, aspects of curriculum development, provisions for evaluation, and four types of programs which include ability grouping, acceleration, enrichment, and special classes. Nine school programs in different areas of the country are described. Appendixes include forms for an annual report of the number of gifted in Minnesota schools and a report form on the types of programs each school has initiated; 89 references are cited. (DS)

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Code F-XXXVIII-B-362 June 1967

Educating the Gifted in Minnesota Schools

State of Minnesota
Department of Education
Division of Instruction
Elementary and Secondary Unit

EDUCATING THE GIFTED IN MINNESOTA SCHOOLS

by

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A Gifted Children Monograph—Prepared with funds made available under the provisions of the Elementary and Secondary School Act, P.L. 89-10.

Commissioner of Education
State of Minnesota, Department of Education
St. Paul, Minnesota

INTRODUCTION

The development of intellectual abilities and interests is fundamental to the total educational program for the State of Minnesota. This report is designed to provide local school districts and their professional personnel with those procedures and practices necessary to ensure the development of optimum educational opportunities for the gifted.

The authority for this report is found in the official transcript of minutes of the State Board of Education meeting dated March 15, 1967. It is the product of an oral and written presentation on the educational needs of the gifted prepared by the Special Advisory Committee for the Gifted and presented to the State Board of Education on that date. Funds used in the preparation of this monograph are derived from a grant under Title III, P.L. 89-10, the Elementary and Secondary School Act of 1965. It was prepared under the direction of Mary M. Pilch, Consultant for the Gifted, State Department of Education, State of Minnesota.

The term "gifted", in this report is interpreted to include those children who possess a superior intellectual potential and functional ability to achieve academically in the top 5% of the population according to national norms. Limiting this concept to high levels of demonstrated or potential intellectual aptitude does not deny the fact of giftedness in other levels of interest such as music, art and the fine arts. These other categories are not considered here because of the absence of adequate measuring devices. Many words have been directed to encourage those responsible for the education of the gifted, but few explicit suggestions for procedure have been given. This monograph provides direct, practical information and techniques for the identification of the gifted. Although these identification procedures are based on theoretical foundations, all suggestions have utilized research data to confirm their reliability for use.

Of primary importance is the designation of specific minimum standards in creating programs for the gifted. In this monograph such standards have been determined by examining and assessing programs which have experienced varied degrees of success. Teachers, administrators, guidance counselors and parents will find these standards to be useful not only as guidelines but also as a means of sustaining genuine interest and excitement in the development of programs for the gifted.*

*See sample report forms in appendix.

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CHAPTER I

Identification of the Gifted

Who are the gifted? What are their characteristics? How may they be recognized? How may schools discover them?

A. OVERVIEW: DEFINITIONS-DESCRIPTIONS

Questions of identification must be answered early in the process of planning special school programs for the gifted. Identification procedures are closely related to the definitions of giftedness. Definitions on which there is most agreement are very broad: Giftedness is "consistent excellence in any field of human endeavor",[1] or, gifted children are those whose "performance in a potentially valuable line of human activity is remarkable."[2] In Minnesota, a similarly broad definition was recently formulated as a working definition: "Giftedness is herein recognized to be a multi-faceted dimension. It includes several parallel types of talent and extraordinary ability, and each is recognized to have its own importance. The term includes not only the exceptionally high learning ability type (high IQ) but those possessing a comparatively high degree of such abilities as creativity, imagination, intellectual flexibility and originality."[3]

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[1]DeHaan, Robert. "Detection of Ability in America" in G.Z.F. Bereday and J. A. Lauverys (eds.) *The Gifted Child: The Year Book of Education*, 1962. New York: Harcourt, Brace & World, Inc., 1962.

[2]Witty, Paul. "Who Are the Gifted?" In N. D. Henry (ed.), Education for the Gifted. *Yearbook National Society for the Study of Education*, 1958, vol. 57, Part II.

[3]*Annual Report of the Advisory Committee on the Education of the Gifted to the State Board of Education*, March 13-14, 1967.

Broad definitions can serve as guidelines for identifying gifted children. The actual definition process requires, however, that the definition be put in operational terms. In 1900-1920, teacher nominations were the chief means of identifying the gifted. The definition became "those children who are doing very well in school, much better than their companions."[4] This definition ruled out children who had high aptitude for conceptualization and reasoning but who did not perform well in school. Albert Einstein, Thomas Edison, and Winston Churchill have been cited as classic cases who would not have been labelled "gifted" by teacher nomination.[5]

In more recent years, standard tests of mental ability have been used most frequently for identifying gifted children. The operational definition becomes "gifted children are children who score in the upper ranges on IQ tests." Again, a number of the gifted will be missed since the tests will not measure all elements of giftedness. To be effective identification programs must be designed to identify as many gifted as possible. However, these programs must also be economical, not only in their use of funds, but also in the time required of school personnel and children to make them operational. In the present state of knowledge about techniques of identification, the most effective identification program is not necessarily the most economical while the most economical may not be the most effective. Some compromise between the two goals of maximum effectiveness and maximum economy is necessary. Effective identification would employ a highly skilled psychologist as a diagnostic specialist to identify children as gifted on the basis of extensive data including information from parent interviews; teacher observations; a wide range of tests including individual intelligence tests, group intelligence tests, special aptitude tests, interest inventories, measures of creativity, and personality tests: and

[4]Gallagher, James J. *Teaching the Gifted Child.* Boston: Allyn and Bacon, Inc., 1964.

[5]Ibid., 5.

observation of performance in creative and expressive arts. Such an approach is prohibitively expensive, both in personnel and in funds. The most economical identification program might utilize one low-cost screening device such as a group intelligence test. This approach would be prohibitively expensive in a different way; failure to identify significant numbers of gifted children.

The identification procedure which is proposed in this monograph represents a compromise between the goals of maximum efficiency and maximum economy. It is designed as a basic process in the direction of developing a comprehensive, state-wide program for the identification of the gifted. An attempt is made to develop a procedure which could be implemented by schools in the state within the framework of their existing testing programs and within the limitations imposed by the short supply of specialized personnel for individual diagnostic work. An attempt is also made to develop a program which would meet accepted criteria for evaluating such programs:

1. Identifying superior and talented students is the accepted responsibility of all teachers, counselors, and administrators of the school.
2. A systematic search throughout the school is necessary. If the screening process is not conducted in a careful, well-organized way, capable students may be overlooked.
3. Other mental abilities besides those measured by I.Q. should be considered, in particular, creative ability. Other special aptitudes should also be included.
4. Non-intellective factors should be recognized and considered during the screening process. Such factors as the student's social characteristics, physical and emotional health, motivation, and his general pattern of behavior should be considered in developing a list of talented students.
5. The identification process should be initiated as early as possible.
6. A continuous screening of gifted students should be in operation from the first grade through the twelfth.

7. Flexibility should be maintained in the screening or identifying program. School officials should be willing to add students to the Process who were not previously identified. Schools will find that some students they had selected are unable to cope successfully with the program, and adjustments will therefore have to be made.[6]

The identification procedure proposed in this monograph is a screening procedure which moves in successive stages:

STAGE 1 – Gross screening with a single instrument, a test of general mental ability (which some would call a test of academic aptitude) to identify those students who are clearly intellectually gifted.

STAGE 2 – Finer screening which combines two tests; a test of general mental ability and an achievement test. At this stage, children are identified who do not exhibit extreme intellectual giftedness on a group test of intelligence but who demonstrate exceptional achievement.

STAGE 3 – Still finer screening which adds a second achievement test. This stage should pick up children who show unusual variability on achievement tests who might be missed on a single test.

STAGE 4 – At this stage, the finest screening with group intelligence and achievement tests takes place. A second group intelligence test is added to the screening procedures to identify children who show unusual variability on group tests of this type.

STAGE 5 – At this stage, identification procedures must become more individualized and must ultimately move beyond the usual screening devices. A specialized psychological diagnostic specialist must be employed. To minimize the number of children who receive this kind of individualized study, referral is made on the basis of specialized group tests, teacher observations, parent observations, and evidence of superior performance in special areas of talent.

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[6]DeHaan, Robert F. and Havighurst, Robert J. Educating *Gifted Children*. Chicago: The University of Chicago Press, 1961.

If careful review of this data by a school principal, teacher, psychologist, counselor, or social worker suggests that a child may be gifted, he then should be studied by a school psychologist. This intensive study will add data from individual tests to data already available. This procedure, which utilizes a broad range of information about many facets of giftedness, represents identification in its most valid form. Because this diagnostic procedure requires the skills of a highly trained specialist, the certified school psychologist, careful prereferral screening is essential to make best use of personnel resources in short supply and of financial resources which are usually limited.

Specific steps to be utilized in the identification of the gifted in Minnesota schools are given below. As data on their populations are reported by school districts and as programs develop, recommendations for revisions may need to be made at the state level to increase the precision of the identification process.* Continued evaluation of the process is essential to ensure its effectiveness in revealing unusual potential for achievement in children who will profit from educational experiences tailored to their needs.

STEPS IN THE IDENTIFICATION PROCESS

Children are identified as gifted and are considered to be eligible for special programs for the gifted in Minnesota schools if they meet one of the following five criteria.**

1. Children who score at or above the 97th percentile on national norms on a standardized group test of intelligence.[7]

*See: Sample annual report forms in Appendix A, B, C.

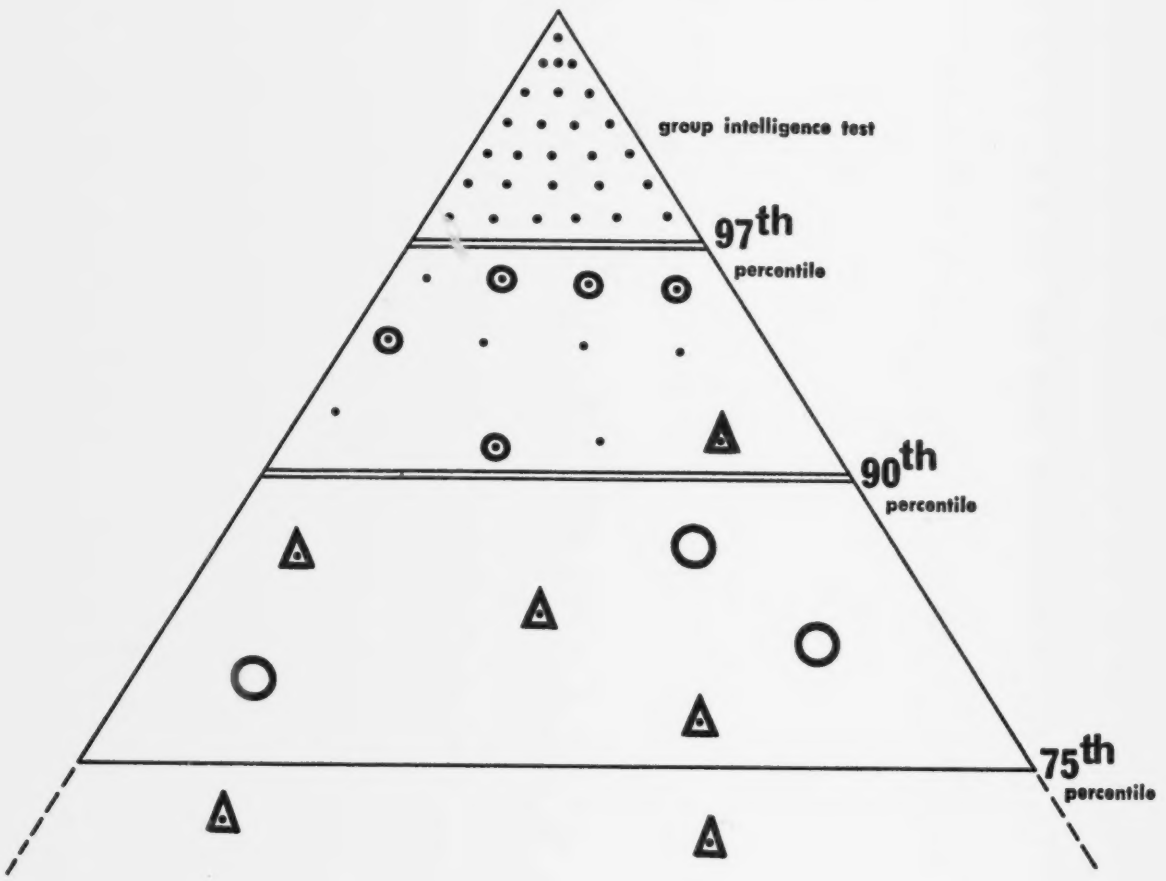
**See: Figure 1, pg. 11.

[7]Tests used should meet accepted criteria for such instruments. An excellent source for such criteria is: *Standards for Educational and Psychological Tests and Manuals.* Washington, D.C.: American Psychological Association, 1966.

2. Children who score in the 90th to 97th percentile range on national norms on a group test of intelligence who also (a) perform on a group test of achievement at a level two or more grade levels beyond their actual grade placement according to their composite score on national norms; or (b) perform on the Iowa Tests of Educational Development at a level two or more grade levels beyond their actual grade placement in six of the eleven areas of the test on national norms.
3. Children who score in the 90th to 97th percentile range on national norms on a group test of intelligence but who do not meet the achievement standards set under Criterion 2 above should be retested on a different group achievement test. Children who meet the achievement standard in Criterion 2 on this retest are considered eligible for special programs for gifted children.
4. Children who score in the 75th to 90th percentile range on national norms on a group test of intelligence and meet the achievement standards in Criterion 2 (a) or 2 (b) should be re-tested on a different test of general mental ability. If they score at or above the 90th percentile on national norms on this re-test, they are considered to be eligible for special programs for the gifted.
5. Children who score in the 75th to 90th percentile range on national norms on a group test of intelligence represent a particularly valuable pool from which to identify additional gifted children. Careful, systematic screening within this pool, which is one of potentially high pay-off, is very strongly recommended to identify children who should be referred to a certified school psychologist for an intensive diagnostic study. Since children who fall below the 75th percentile on group tests of general intelligence may also be gifted, they should be considered for referral for individual study if careful evaluation of other data is strongly suggestive of unusual potential. Children who score in the 90th-97th percentile range on group tests of general intelligence but who do not meet achievement standards in Criterion 2 or in Criterion 3 also represent a very promising pool from which to identify gifted children on the basis of intensive individual study.

The school psychologist will carry out the necessary individual tests and will collect whatever additional information he needs to complete the identification process.

STEPS IN THE IDENTIFICATION PROCESS



- • Identified by group intelligence test
- ⊙ Identified by group intelligence test plus achievement test
- △ Identified by group intelligence test plus re-test on achievement test
- ○ Identified by achievement test plus re-test on group intelligence test
- ◬ Identified by broad range of data plus individual diagnostic study

FIGURE 1

The decision to refer a child for individual study may be made on the basis of a wide range of data. Particularly valuable for such screening purposes are the following: Teacher observations, nominations and ratings, (Of major importance to the identification process is the teacher whose role affords ideal opportunities to observe behavior in children which may suggest giftedness); tests of special aptitudes; tests of creativity; and evidence of superior performance in special areas such as art, music, mathematics, science, group leadership, etc.

A number of studies have indicated that individual giftedness may go unnoticed in many school classrooms. Certain talents may not be revealed by group intelligence or achievement tests. Overlooked may be talents possessed by children who perform in only the moderately high range on group tests of intelligence and generally include some cognitive, divergent-thinking, and evaluative or decision-making processes. Accordingly, a special effort needs to be made to identify those students possessing talents which also contribute to giftedness but which may be missed by group ability and achievement tests.

The classroom teacher, therefore, is in a unique position to identify a pupil with these special abilities providing, of course, that the teacher is aware of behaviors which are related to such talent. Several studies have suggested that if teachers are properly informed and oriented to the behavioral traits which characterize these talents, they may observe and predict possible giftedness.

C. TRAIT CHARACTERISTICS IN THE IDENTIFICATION PROCESS

The effectiveness of teacher identification depends upon the kind of instrument utilized for observation. Many lists have been developed to aid the teacher in the

search for intellectual talent, but most lists have failed to clarify those behaviors indicative of gifted talent, especially in areas of divergent thinking. Teacher identification check lists usually consist of asking the teacher to select those children he considers to be gifted, creative, or talented with no criteria given to determine the meaning of these nebulous terms. A list to be used for teacher observations and selection should contain trait characteristics common to intellectually gifted children. Such trait characteristics may then serve as clues to teachers engaged in the identification of giftedness.

TRAITS COMMON TO INTELLECTUALLY GIFTED STUDENTS

The following is a suggested list of trait characteristics containing several synonymous statements within each trait for clarification.

The gifted person:

1. Exhibits a *great curiosity* about objects, situations, or events: delves into things and is puzzled; involves himself with many exploratory activities; interests himself in a wide range of things.
2. Is *self-initiating:* needs little help in knowing what to do; pursues individual interests; seeks his own direction.
3. Reveals *originality* in oral and written expression: consistently expresses unusually clever, unique responses or ideas; avoids the cliche or stereotype.
4. Is *artistically self-expressive:* i.e., music, dance, drama, drawing, play activities, and/or other aesthetic expression.
5. *Generates alternatives:* suggests several directions; exhibits flexible thinking through constructive departures from the main stream of thought in the classroom.
6. Is *perceptually open* to his environment: employs all of his senses in awareness of things around him; is keenly observant and alert to things that are, as well as to things that are not.
7. Displays a *willingness for complexity:* thrives on problem situations; selects a more difficult response, solution

or problem over the easier; seeks complex, asymmetrical forms rather than symetrical forms.

8. *Imaginatively employs knowledge* and *information* other than to memorize, store and recall: shapes new associations from items of information; combines elements of materials or knowledge in unique patterns.
9. Evaluates with *superior judgment:* employs reason and logic; recognizes implications and consequences; makes decisions readily.
10. *Elaborates well:* produces a variety of detailed steps; eagerly embellishes materials and ideas.
11. *Hypothesizes well:* possesses a sense of wonder about things; is an intelligent guesser and risk-taker.
12. *Achieves* consistently *good grades* in most subjects.
13. *Learns rapidly, readily,* and *efficiently.*
14. *Visualizes relationships* from disparate data or concepts.
15. *Possesses* high degree of *common sense:* recognizes practical approaches and solutions.
16. *Readily acquires, retains,* and *uses information.*
17. Displays *superior vocabulary* and *word usage.*
18. Possesses an *inquisitive behavior:* asks provocative questions; probes for the "know why" rather than merely the "know how" or "know what".
19. Performs *academically* at a level *two years in advance* of the class *on one or more disciplines* of knowledge.

CHAPTER II

Programs for the Gifted

A. OVERVIEW—

A comprehensively planned program for the gifted should, of necessity, ensure for him a rich and varied educational experience. At present, no one program may be prescribed as best for all individuals. There are some characteristics, however, which have proved to be imperatives to an effective program.

A program for the gifted:

– MUST challenge and encourage the student to develop to the fullest his innate abilities.

– MUST recognize individual differences and provide specifically for them.

– MUST be a total, articulated, open-ended process from kindergarten through twelfth grade, incorporating both pre-school and post high school educational experiences.

– MUST utilize special, meaningfully different materials, methods, content courses, and experiences.

– MUST involve a professionally competent, informed and committed school staff.

– MUST provide qualified consultants or resource personnel to participate actively in the development, implementation, and evaluation of the program.

– MUST engage administrative leadership and support in providing time for staff planning and writing; for facilitating a flow of necessary information among participating school personnel; for ensuring adequate budgetary provisions for varied materials, facilities, equip-

ment, personnel, contracted services; and for the extension of guidance and counseling services.

– MUST develop appropriate techniques for the dissemination of information regarding the program to the staff of the entire school district, to the local community, and particularly to the parents of students within the gifted program.

– MUST provide inservice training for those involved in working with the gifted as an integral part of the local school district's total inservice program.

B. ASPECTS OF CURRICULUM DEVELOPMENT

Curriculum development for the gifted is predicated on a common concern among staff members relative to the following issues and needs:

Individual differences will be accommodated.

Continued, coordinated planning will be assured.

An environment for new and better learning experience; independent study, exploration, and purposeful activities in productive and critical thinking will be provided.

Opportunities will be provided within the regular school day for staff re-evaluation of school philosophy relative to course content, objectives and goals.

Instructional methods will seek to develop skills of problem solving, creative productive thinking, foresight, imagination, and the application of discovery techniques in the learning process.

The gifted will be encouraged to develop and refine thought processes at their highest levels of performance.

C. EVALUATION PROCESSES

The total evaluative process in the local school program for the gifted must incorporate all facets. It must

include emphasis on student evaluation, program analysis, and a coordination of the various disciplines. Implicit in these operations will be demonstrated evidence of individual student progress, new and improved courses of study, and a climate of intellectual challenge. Provisions will be made for continued effort to work with and to support identification techniques and to serve the problem areas found among the gifted. Intensive efforts will be made to assist those who are non-motivated, gifted under-achievers with high levels of learning capacity and ability but who may be severely disadvantaged by their cultural or emotional handicaps.

A sound evaluation process will demonstrate that an educational program for the gifted has a salutary effect on the entire school program. Improvement in courses of study, teaching methods, and the use of instructional materials and facilities will result in educational growth for all children. The impact of this radiation of excellence will benefit the entire school and community.

D. PROGRAMS FOR THE GIFTED

Programs for the gifted vary greatly in form and content. The following represent several of the more widely used forms.

Ability Grouping

Ability grouping in various forms is probably the most widely used administrative adaptation employed in our schools to educate the gifted. In high schools students are either steered into one curriculum or another on the basis of ability. Where schools adhere to individual programming, students are encouraged to select courses on the basis of need or interest rather than on ability alone.

A second type of ability grouping operates informally and without conscious deliberation and planning on the

part of school authorities. This is in the elective program. Students select courses based on career considerations and confidence in their ability to do well in the subject.

Dealing adequately with gifted individuals who differ widely among themselves as well as those found in heterogeneous groups is difficult. To do this adequately requires small classes. To avoid the large expenditure involved in reducing class size many school districts have organized classes on the basis of ability and claim they automatically adapt to individual difference. Historically, such adaptations have been nominal only if they have not been accompanied by well-planned changes in curriculum and methods of teaching.

The many educational advantages of group instruction assures the continuance of ability grouping for a long time. The problem of individual variation within the group will remain as long as learners are taught in groups. While the evidence of grouping continues to be equivocal, there is reason to believe that ability grouping may be warranted in special situations under special circumstances.

Acceleration

Most programs of acceleration, except simple grade skipping, may be considered safe techniques for programming the gifted when they are supported with well-designed plans and when time and arrangements for individual counseling and/or tutoring are provided as supplementary services. To be successful, acceleration type programs must be built into the context of other programs such as those with enrichment emphasis or the advanced placement classes.

In acceleration programs, emphasis is placed on mastery of advanced content, and priority is given to the "skills" of the subject matter. Academic achievement is deemed of great importance and scholarliness, study

habits, and self-discipline are major goals. Advancement is viewed as an end in itself and is determined through the encouragement of competitive processes. Unlike "enrichment" orientated programs, acceleration demands concrete evidence of pupil progress, maintains rather rigid standards, and the traditional image is often cultivated. Grade level identity is sharp.

Illustrations of successful accelerated programs relate to the feasibility, economy, simplicity, and adaptability of acceleration for individual placement in the local school district. These would include such practices as early entrance to kindergarten or grade one, advanced grade work done during summer school, completing work of two grades during a regular school year, admittance to a regularly scheduled course in grades one or two years beyond the grade placement of the student, taking advanced placement courses scheduled in the high school program, enrollment in accredited correspondence courses, and taking on-campus courses while attending high school.

Enrichment

The term "enrichment" is one of the most frequently used, and abused, expressions of professionals working in elementary and secondary education. Definitions of "enrichment programs" tend to be over generalized, unwieldy, and obscure. Nevertheless, a realistic attitude toward the use of the term is essential. Widespread attention to any program promoting curriculum innovations for the gifted in our schools today can expect to have included in the plans an enrichment emphasis.

Guidelines for establishing enrichment programs need, therefore, to be both selective and specific. Considerations must include provisions for new course content which particularizes such learning processes as analysis, invention, creative expressions, search, inquiry, design, discovery, originality, and depth. Planning such experiences means involving careful consideration of individ-

ual differences to account for the various levels of intellectual functioning found among the gifted as well as among all other learners in our schools. Interests and needs of the individual as well as the group must be accounted for.

Other considerations essential for providing adequate enrichment experiences for the gifted would also need to include assurance for continuity, and long range scheduling for a logical sequential development of subject matter.

The programming for enrichments should include such specific and articulated provisions as would supplement the regular offerings of the total school curriculum. Illustrations of some of these techniques would be; honors courses, independent study programs, special summer school classes, advanced study projects, special electives, and special co-curricular activities.

Special Classes

Honors schools and honors classes are found in high schools attempting to concentrate on top ability students. A group of students selected on the basis of aptitude and achievement tests, school records and teacher recommendations are scheduled together for as many of their classes as possible. In actuality they become a school – within – a school. They operate on the same principle of general intellectual superiority as does the specialized high school.

A second technique, where transportation permits, is to bring together outstanding students from several schools within a district or county for one or two half-days or for daily scheduled half days during the week.

Other special class approaches which have proven adaptable and helpful for the gifted include enrollment for a course or two in the regular college program courses while attending high school; participating in a weekly evening program, a Saturday session, or a special

summer program; laboratory work in science or the humanities, as in a combination of foreign langauge – international relations, or a foreign language, creative writing, speech and dramatics combination; seminar-research programs in the summer; special summer workshop programs; independent study-tutorial arrangements.

In most cases special classes infer providing special instruction one or more periods during the week for intellectually gifted children who are temporarily withdrawn from their regular classes, or have supplementary classes where they meet other bright children either in their own school or in another.

Some schools seeking special kinds of giftedness offer special kinds of programs on this part-time basis. Other schools provide for these meetings at times and places other than the schools. In all cases the special classes should emphasize an approach on individual and small group activities, broad reading programs, independent work, and creative activities.

Of the many and varied programs for the gifted to be found in operation in the nation's schools, the following have made significant contributions to the education of the gifted as exemplars.

Urbana Community Schools
Urbana, Illinois

Urbana schools have a planned program of acceleration of highly gifted students in grades K through 12. Acceleration as used in their plan is defined as completing a thirteen year school program in less than thirteen years. The gifted program includes the following elements:

1. Early entrance to the primary school. If a kindergarten child demonstrates he is highly gifted, he is eligible for an early entrance into the primary school. Also, at the kindergarten level, gifted chil-

dren begin a formal reading and arithmetic skills program.

2. Rapid progress in the nongraded primary school. This permits the gifted child to complete the three primary programs in less than three years. Some highly gifted do this in two years.
3. Special classes for the highly gifted in the intermediate grades 4-5-6. These classes are conducted in the Yankee Ridge Elementary School. Students are transported to the school from throughout the city of Urbana. Classes provide enriched educational experiences for the students and serve as an additional opportunity for determining whether they should be accelerated in the secondary school. Team teaching is utilized.
4. Special two year program in the junior high school. This device permits highly gifted students to complete grades 7-8-9 in two years. Students selected for this program are grouped in enriched sections for instructional purposes. Acceleration of content and acceleration of students are involved.
5. Individualized programs by subject area in the senior high school. Advanced placement in college is stressed. Mathematics and science are content areas used, although future plans call for the expansion of this program to include English, foreign language, and social science. Presently grouped classes in these areas do provide superior enrichment curriculum for the gifted.
6. Acceleration on an individual basis at any level if advisable. A student may be accelerated at any level if recommended by a staff conference consisting of the teacher, principal, qualified psychological examiner, and the gifted child project director.

Urbana defines acceleration of pupils to mean the completion of the K-12 program in less than thirteen

years, and acceleration of content to mean earlier use of content and materials. Grouping for instruction is used in all schools at all levels from K through 12. Every school has a central library and each is staffed by a professional librarian.

The Colfax Elementary School Program
Pittsburgh, Pennsylvania

The program groups gifted children together for half the day and disperses them for the second half with their classmates representing the whole spread of ability to be found in an elementary school.

The school enrolls about twelve hundred students. Five workshops for the gifted, one at each level, except the first two, are organized. They study their basic academic subjects in the workshop. In the other half of the day they meet in ungrouped classes "for those activities that are less likely to bring out individual learning capacity".

The latter include art, music, physical training, dramatics, and library classes as well as such activities as class parties and community programs.

The Carver Primary School Gifted Program
Chicago, Illinois

The program aims to facilitate the development of a meaningful, challenging, and rewarding school experience for gifted children in Kindergarten through Grade 3 reared in a culturally disadvantaged home environment. Parent involvement, team teaching, psychological counseling, and speech development are emphasized in the instructional plan. Handicapped by language, a limited cultural background, and a lack of identification with school surroundings and staff, and living in a relatively self-contained public housing development, the program aims at providing for these potentially gifted students early school experiences that will help the individual

child develop positive attitudes toward himself and to interpret the school situation as a meaningful, challenging, and rewarding experience.

The school provides a comprehensive program in depth at each grade level during the regular school day supplemented with a carefully designed program of out-of-school experiences under teacher direction. Parent involvement and guidance is elicited through the services of a trained psychologist, who conducts conferences with parents and students on both individual and small group bases. Team teaching is utilized making it possible for teachers to share in the planning and evaluation of instructional practices and helping them to take full advantage of the special abilities of gifted children. The teachers meet to share their perceptions of children and to discuss media techniques and materials which are most appropriate for the gifted learner.

The instructional program depends heavily on four major strategies: reading, telling and dramatizing; supplementary enrichment reading; resource personnel and services; and special audio-visual aids.

Pasadena Elementary Schools

Pasadena, California

The *Program of Planned Acceleration for Selected Gifted Second Graders* is one of a variety of programs offered for the gifted students in the Pasadena elementary schools. This method was developed to offer those children who would benefit from being placed in a grade above their normal grade without grade skipping. The program was initiated in 1963.

During the school year children are taught by their regular classroom teachers who work closely with their principals and elementary consultants. The curriculum encompasses two grades, their own grade and the grade above. Emphasis is placed upon development of skills in

reading, mathematics, spelling and written English. Since its start, 142 students have participated (1966).

The acceleration process starts in the middle of January. Evaluation data is collected in May and June. About the third week in June, accelerating children begin a six-week summer school session in special classes in which enrichment in the third grade curriculum is provided and opportunity is given for strengthening any weak areas on an individual basis. Consensus has been so overwhelming that the summer school contributed greatly to the second grade gifted child's preparation for entering fourth grade. The emphasis on mathematics, handwriting, and research skills and the extending of these skills through social studies and science make excellent preparation for these students to enter the fourth grade the following September.

The Quincy Program for Gifted Underachievers in the Elementary School

Quincy Public Schools Quincy, Illinois

This is a counseling program for "talented Underachievers". That is, children talented or gifted in (a) academics, (b) creativity, (c) leadership, or (d) kinesthetics, or sensual performance areas, but who are misusing this talent or are unable to achieve at a level one might expect of them. The student may be a low-producer according to ability, he may be aggressive verbally or physically, he may be so withdrawn that it is difficult to get any contribution.

The program is unique in that it deals with the environmental forces of the individual student in a counseling setting under the auspices of the public school. Fundamentally, it deals with his interpersonal relationships with his peers, his teachers, his principal, and his parents.

The approach used is a group counseling program. Groups are conducted one day a week in the public

elementary schools. Emphasis is placed on the early age group, so that the kindergarten-first grade level are included, although they are worked with indirectly through teachers and parents. All grades through grade 6 are included. Each student group meets weekly for 40-45 minutes in groups of 6-9 learners. Teachers and principals meet for a weekly one-hour session and parents meet for a two-hour session under the leadership of a qualified counselor experienced in Adlerian Family Counseling methods. The purposes of these sessions are not to treat, but to instruct parents, teachers, and children in new patterns of behavior and interpersonal relationships. Students may be terminated at any time, either of their own accord, or because it is deemed desirable. New students may be added as the sessions progress if the group approves. Gifted underachievers from all grades through 6 are selected.

For the student the group sessions help them gain insights into understandings about why they do the things they do and helps them to change their mistaken goals. Changing useless behavior to useful behavior is the goal. Evaluation studies to date have shown the group therapy has helped these gifted in many ways. Anxieties are reduced, they are more self-reliant, are less nervous, and establish better rapport with their parents. They show less aggressiveness and have a greater feeling of belonging. Their school relationships improve. There is more participation in class, they develop a new self-respect and confidence, and show marked improvement in class work and study habits. There is also less fear of making mistakes.

The program is giving evidence that several desirable changes take place by and for gifted students and that group counseling for the gifted fits extremely well into the typical elementary school program. Significantly, the program also proves that it can be easily enlarged into an elementary school guidance and inservice training

program, meeting many of the needs that the elementary school population and staff reflects.

Special Classes for the Gifted
Malden Public Schools
Malden Massachusetts

Twenty-five carefully selected students entering the fourth grade are chosen each year to continue their school as a special class group. Upon completion of the fourth grade, they move as a unit into a special fifth grade class. Subsequently, they advance each year as members of a special class. Presently there is one special class for the gifted at each grade level, and for the most part, they were originally selected at the end of the third grade. When students are forced to leave the program for some reason, they are replaced by others at that grade level who show promise, thus maintaining a group size of twenty-five students. The program emphasizes enrichment with two variations. First, teachers expand the regular grade level programs with various extra facilities. At the elementary level there are woodworking benches and tools for ordinary industrial art projects and specialized art work. Music equipment, facilities and materials also are richly amplified.

Second, each teacher is required to cover one and one-eighth year's material during the year that he has the students. Thus the fourth grade will do all the enriched fourth grade work plus one-eighth of the fifth grade. The fifth grade teacher does the remaining seven-eighths fifth grade work and one-quarter of the sixth grade. In the sixth grade the class will do the remaining three-quarters of the sixth grade and three-eighths of the seventh grade. This is carried through the junior and senior high school so that these students are eligible for diplomas when they have completed the eleventh grade. The possibilities are then open for them to enter college or take college freshman work during their senior year

in high school so they will be eligible for advanced standing in college.

St. Louis Public Schools
St. Louis, Missouri

St. Louis provides a program for their gifted found in grades 5-8 in its eight-grade elementary schools. They do not depend upon the normal junior high school organization.

The normal eight-year curriculum is completed at the end of the seventh grade. In addition, they take conversational French for three years and textbook French for one year. In grade 8 they study ninth grade English, Algebra, French and Science. Included in this period is also an equivalent of one year's work in industrial arts for the boys and homemaking for the girls.

Before admission to high school, testing is done to determine whether the individual will receive a half or full credit or no credit whatever for the ninth grade work.

San Bernardino City Schools
San Bernardino, California

San Bernardino conducts a variety of activities at the secondary level for their most capable students. The wide range of approaches used by this system indicates their concern to provide adequate learning experiences and services for these gifted. Three methods are noted here.

1. A program for gifted students from limited home environments. In Franklin Junior High School, where a majority of the students come from limited home environments, a Training Natural Talent (TNT) program has been in progress since 1960. The program seeks to improve self-concepts, raise their motivational patterns, enrich their cultural and educational background, and secure the co-

operation of the parents in promoting educational opportunities for their children. Regular counseling sessions with parents and students; special field trips; additional classroom equipment and materials to augment the pupils' limited home environment; long-range follow-up contacts and services extending through the senior high school grades; and special summer classes between grades 9 and 10 are all part of this total program for grades 7-12.

2. Materials and equipment are being developed and constantly updated to improve guidance functions with the bright and gifted. Special tape recordings are used for inservice training of teachers, counselors, and administrators to help them understand emotional factors which inhibit the educational achievement of the gifted.

3. Special Saturday morning science class for the students in grades 10 through 12 who demonstrate the highest achievement, aptitude and interest in the fields of science and mathematics. Two or more teachers conduct the class. Biological and physical sciences are emphasized. Working as a team they cover the areas of biology, chemistry, and physics not normally studied in standard classes. Seminar sessions, laboratory work, discussions, lectures, demonstrations, and individual research are emphasized. Developing many scientific skills is also a major goal.

The Governor's School
Salem College Campus
Winston-Salem, North Carolina

Four hundred carefully selected juniors and seniors from schools throughout the state, with a faculty of 27-30 recruited from colleges and high schools throughout North Carolina and other states, are participants in an eight-week summer program. Activities include classes,

seminars, attendance at or performance in musical or dramatic productions, lectures by distinguished outside speakers, sports, and informal entertainment.

For three hours each morning, five days a week, each student attends a seminar in his major subject: English, foreign languages, mathematics, social science, or natural sciences in the academic disciplines; painting, drama, dance, or music in the performing arts. By the end of the eight weeks, each student completes the equivalent of a year's work in his subject. However, the object of the program is to supplement, not supplant, the work students receive in regular high school classes. For instance, in English and French, the students study structural linguistics; in mathematics, they are introduced to probability theory and statistics; the science course is a combination of biology and chemistry. Emphasis is on independent study and research projects in the academic divisions and on individual improvement of performance in the arts division.

Two afternoons each week all students participate in seminars on essential ideas based on the Great Books. Preparatory reading ranges from Sophocles to Oliver Wendell Holmes, Jr., from Hobbes to Voltaire, Plato to Kafka, Thomas Acquinas to John Stuart Mills.

In addition to the major subject and great ideas seminars, each student spends several hours each week studying a second subject of particular interest to him — perhaps music for a science major, English for an art student. Every evening there is some kind of musical or dramatic or dance production to attend. These include student recitals, symphony productions, full plays, and ballet and modern dance productions. Outside speakers, conductors, and artists add to the quality of the sessions.

There is no formal homework, nor are tests given. Library facilities are open each day into the evening hours. No course credit is given nor will attendance mean there will be accelerated progress through the regular

grades. The plan of the school is deliberately exploratory and experimental, taking advantage of imaginative educational thought, sound theories concerning individual differences, and promising frontier practices for gifted children everywhere.

E. IMPROVED EDUCATION FOR ALL

The earlier pages of this report have dealt with the identification of the gifted as well as the description of those programs particularly designed to meet their needs.

Special provisions of various kinds are necessary to challenge and to develop the intellectual gifts of all children. These include more efficient use of teacher time, flexible scheduling, team teaching, and teaching machines and electronic classrooms, all of which enable teachers to reach and teach more students more effectively, thereby improving the quality of the educational experience for all.

Evidence suggests that education is improved when special programs are initiated because all children benfit from basic changes in material, methods and resources.

Educators who have established special programs for the gifted are convinced that intellectual giftedness and creativity are far more widespread than ever imagined. However, it is only through the employment of reliable identification procedures at all age levels that these discoveries of giftedness may be realized. While there is no distinct dividing line between levels of ability, what is accomplished for the more able student will invariably improve the educational experience for all. Talent loss in Minnesota schools can be avoided; but only if all students – at every academic level – have the opportunity to develop to their maximum potential.

F. CONCLUDING REMARKS

The elements comprising this monograph are to be considered as minimally necessary to the eventual establishment of a state-reimbursed program. We recognize that local school districts will develop effective materials, methods and procedures in their programs that will denote a departure from traditional patterns. From this productive diversity there will surely emerge in Minnesota schools a flexible, strong, state-wide program for the gifted.

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APPENDIX A

State Department of Education
Division of Instruction
St. Paul, Minnesota

ANNUAL REPORT: GIFTEDNESS IN MINNESOTA SCHOOLS

PHASE I

_____
(Date)

Name of School _____ School District # _____
Address _____ County _____

Total enrollment in district (K-12) _____
Submitted by _____
(Name and Title)

PHASE I – Please refer to monograph, *Educating the Gifted in Minnesota Schools,* for procedure to be followed in compiling this report.

List by grade the number of children enrolled in your school who rank *in* or *above* the 97% tile according to national norms on general intelligence tests.

Complete the sections marked with dotted lines only if your school does testing at that grade level.

GRADE	BOYS	GIRLS	TOTAL
K	.....	.....	.....
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4 _____			
5 _____			
6 _____			
7 _____			
8 _____			
9 _____			
10 _____			
11 _____			
12 _____			
TOTAL			

APPENDIX B

State Department of Education
Division of Instruction
St. Paul, Minnesota

ANNUAL REPORT: GIFTEDNESS IN MINNESOTA SCHOOLS

PHASE II

_____
(Date)

Name of School _____ School District # _____

Address _____ County _____

_____

Total enrollment in district (K-12) _____

Submitted by _____
(Name and Title)

PHASE II – List number of students by grade who rank in the 90-97% tile according to national norms on general intelligence tests; and those who rank in the 90% tile in *over half* of the tested areas according to national norms on achievement tests. *Do not list any student twice.*

Complete the sections marked with dotted lines only if your school does testing at that grade level.

GRADE	BOYS	GIRLS	TOTAL
K	.....	.....	.....
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4 _____			
5 _____			
6 _____			
7 _____			
8 _____			
9 _____			
10 _____			
11 _____			
12 _____			
TOTAL			

APPENDIX C

State Department of Education
Division of Instruction
St. Paul, Minnesota

ANNUAL REPORT: GIFTEDNESS IN MINNESOTA SCHOOLS

PHASE III

_____
(Date)

Name of School _____ School District # _____

Address _____ County _____

Total enrollment in district (K-12) _____

Submitted by _____
(Name and Title)

PHASE III – List by grade the number of children who have been referred to a psychologist for testing as possible gifted children as a result of: teacher observation; ranking in 75-90% tile on general intelligence test according to national norms; and show ability on a second achievement test of at least the 90% tile in the specific areas of vocabulary, reading, comprehension, mathematics comprehension and abstract reasoning. *Do not list any student twice.*

Complete the sections marked with dotted lines only if your school does testing at that grade level.

GRADE	BOYS	GIRLS	TOTAL
K	.....	.....	.....
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4 _____			
5 _____			
6 _____			
7 _____			
8 _____			
9 _____			
10 _____			
11 _____			
12 _____			
TOTAL			

APPENDIX D

State Department of Education — Division of Instruction
St. Paul, Minnesota

PRELIMINARY REPORT: PROGRAMS FOR THE GIFTED IN MINNESOTA SCHOOLS

(Date)

Name of School _____ School District # _____

Address _____ County _____

Total enrollment in district (K-12) _____

Submitted by _____

Please list the number of gifted students who are being provided for in the programs listed below. Indicate grade level(s) at which program is operating.

	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
ABILITY GROUPING													
1. Selection on Ability and/or Interest													
2. Elective Basis													
3. Others (name)													
ACCELERATION													
4. Early Entrance to School													
5. Early Admission to Grade 1													
6. Special Summer School Classes													
7. Two Grades in One Year													
8. Advanced Placement													
a. In One or Two Subjects													
b. In Advanced Grade													
c. In a College Class													
9. Supervised College Level Correspondence Courses													
ENRICHMENT													
10. Honors Courses													
11. Independent Study													
12. Advanced Study Projects													
13. Special Electives													
14. Special Co-curricular Programs													
SPECIAL CLASSES													
15. Honors School: Specialized Group Within School													
16. Special Scheduled Classes													
17. Seminars													
a. Mathematics													
b. Science													
c. Social Studies													
d. "Ideas"													
18. Special Summer Program of Laboratory - Research Studies													
a. School Sponsored													
b. College Sponsored													
c. Community Agency Sponsored													
d. Federal Gov't. Sponsored													

APPENDIX E

State Board of Education
Special Advisory Committee For The Gifted

RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION, JUNE, 1967

Commissioner Duane J. Mattheis and Members
of the State Board of Education:

On March 14, 1967, as a result of this committee's annual report to you, permission was granted and funds received under P.L. 89-10 to prepare a monograph on giftedness. The monograph accompanies these recommendations.

We have attempted specifically to accomplish the following objectives:

1. Provide a definition of giftedness to be used as a policy for the State of Minnesota.
2. Construct and organize means and methods for identifying the gifted
3. Provide for annual reporting of the number of gifted children in all school districts by grade level.
4. Provide for annual reporting of programs for the gifted in Minnesota.
5. Determine basic criteria necessary to provide adequate programs for the gifted in the state.
6. Provide working specifications whereby school boards, administrators, guidance personnel and teachers may develop facilities and programs to reduce talent loss in the State of Minnesota.

Completion of the monograph made apparent the immediate need to modify existing regulations for the gifted and their programs. We hereby respectfully submit the following RECOMMENDATIONS for changes in Chapter II: 1300—*Education of the Gifted in the Administrative Manual as follows:*

13.1 — *General Statement*

The gifted shall be defined as those children possessing a superior intellectual potential and functional ability to achieve academically in the top 5% of the population according to national norms.

The limiting of the gifted definition to high levels of demonstrated or potential aptitude recognizes other levels of ability and interest such as music, art, and fine arts. These are not included in this policy statement because of the absence of adequate measuring devices.

13.2 – *Identification*

All schools shall identify and report annually all gifted children by number in grade on forms provided by the State Department of Education according to criteria outlined in chapter I of the State Department of Education bulletin–*Educating The Gifted in Minnesota Schools*

13.3 – *Programs*

Programs for the gifted must be provided during the regular school day or in approved summer school environments. Programs will be in the academic disciplines and must include both elementary and secondary school levels. Authority shall be delegated to respective school principals to coordinate programs for the gifted; or a local school board may authorize the employment of a coordinator to direct said programs.

In October of each year the superintendent of schools will file a preliminary report with the State Consultant for the Gifted listing specific ways and means by which the above regulations are being met.

Every spring the superintendent of schools shall be responsible for the evaluation of programs for the gifted in the local school district with results reported to the State Department of Education on forms provided by that agency.

13.4 – *Reimbursement*

13.41 – Foundation Aid

School districts are eligible for foundation aid for pupils attending special classes for the gifted based on average daily attendance.

Attendance for children enrolled in special programs shall be counted in the same manner as provided for all students and on the present attendance forms. For the purpose of recording attendance, pupils enrolled in the elementary program for the gifted shall be counted as one (1) unit and as one and one-half (1½) units if enrolled in junior or senior high special programs.

13.42 – *Special Aids*

Minnesota statutes do *not* provide special aid for programs for

the gifted at this time; should this become a reality in the future, consideration for reimbursement first will be given to those districts operating planned, continuous, special programs for gifted children as compared to integrated or combination programs.

To qualify for special aid, programs should include the following:

a. Definite statement of objectives and goals
b. Evidence of proper use of identification procedures
c. Adequate psychological, guidance and counseling services
d. A designated functioning program coordinator

13.5 – *Facilities*

Minnesota regulations under Education 421-424 provide for review of all plans for buildings, remodeling, enlargement, erection, or betterment of schools by the Director of School Plant Planning and a representative of the Division of Instruction. The review of all pertinent construction data by state officials will include consideration by the Consultant for the Gifted and by the Director of School Plant Planning as to the adequacy of facilities to provide programs for the gifted.

13.6 – *Teacher Education*

Certification procedures for specific academic areas as outlined in the Administrative Manual for Minnesota Schools, Education 280 through 359 shall be followed.

It shall be the responsibility, however, of the local school authority to familiarize the entire faculty annually with the information contained in the State Department of Education Bulletin – Educating the Gifted in Minnesota Schools.

13.7 – Formerly 13.4 Department Services (Unchanged)

13.41 –	Unchanged	New Number – 13.71
a –	"	a
13.42 –	"	– 13.77
13.43 –	"	– 13.73
13.44 –	"	– 13.74
13.45 –	"	– 13.75